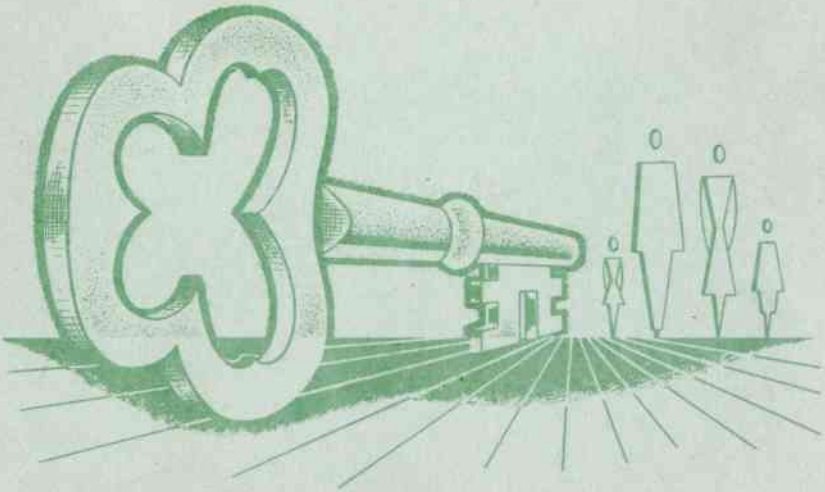
PRELIMINARY PROPOSALS

FOR THE ORGANIZATION

OF

THE TRI - COUNTY COLLEGE



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(manuscript undated, but must have been published in 1959 ~~or early 1960~~)

This is the first in a series of working papers prepared for the Board of Trustees and interested friends of the new institution. The purpose of this paper is to provide a basis for discussion and consultation leading to decision on the program of the new college. This paper is limited in scope to organizational problems.

I

The Tri-County area has a population of approximately one-third of a million, contains three major cities, and now represents the second largest concentration of population in the State of Michigan. The largest city in the Tri-County area is Saginaw which is one of 112 incorporated areas in the United States with a population in excess of 100,000. Of these American cities, there are only six that do not have within their boundaries a four-year degree-granting college or university. These six cities are: Mobile, Ala., Norfolk, Va., Phoenix, Ariz., Summerville, Mass., Elizabeth, N.J., and Yonkers, N.Y.

Two of these cities, Yonkers, N.Y. and Elizabeth, N. J. are suburbs of New York City and are within subway or commuting distance of a score of degree-granting institutions. Summerville, Mass. is a section of Boston and both Harvard and Tufts are within a few miles of its borders. Both Mobile, Ala. and Norfolk, Va. have four-year institutions lying beyond the city limits in the suburbs of the metropolitan area. Only Phoenix, Arizona can be regarded as not having a full-scale university of its own.

It is worthy of note that of the 106 cities as large as Saginaw having degree-granting institutions, 93 of these are presently awarding degrees on the Masters or Doctors level. If we accept the definition of a metropolitan area as one in which 300,000 people live in a radius of twenty-five miles, there is no

other comparable area in the United States that does not presently have a full-scale college or university.

During the next ten years, the American people will face an unprecedented task of expanding the facilities for higher education. On the basis of figures coming from Michigan State University, Americans must build within the next eleven years the equivalent of 91 universities as large as the University of Michigan if as large a proportion of young people are to receive a college education in 1970 as are enrolled in colleges today. These figures allow for no expansion in the proportion of students going on to higher education. They are based on the actual tabulation of children that are already enrolled in the elementary schools of the nation.

Approximately 5% of the population of the United States lives in the State of Michigan. It is logical to assume, therefore, that between four and five of the 91 new institutions will be located in this state. There are several patterns this expansion could follow. One pattern would be to enlarge existing universities two or three times their present size. An alternative would be to enlarge the existing universities somewhat less, and at the same time create new institutions and thus distribute educational opportunity more evenly through the state, particularly in areas of high population which do not presently have degree-granting facilities. Of the areas that have been neglected and are worthy of major growth, Tri-County is unquestionably the first.

Let us assume that a full-scale college or university had already been created and were now in existence. How many students would presumably be enrolled from the City of Saginaw alone?

On the basis of figures from the United States Office of Education for cities of 150,000 to 500,000 people, the registration in a collegiate-grade

institution, whether public or private, is approximately 1.9 students per 100 population. This means that if the Greater Saginaw area now had a university of its own, approximately 3,600 students would be enrolled. By the same token, if the Tri-County area had already built and financed adequate degree-granting institution, and if college attendance were as extensive in our area as in comparable sections of the United States, approximately 6,000 students would now be engaged in higher study. In addition to this, an almost equal number of students would leave the area for study in more distant institutions.

II

The organization framework of the Tri-County College must be considered not only in terms of a limited program in the immediate future, but also must be viewed in terms of the responsibility for eventually making educational opportunity in the Tri-County area as accessible as in other areas of the United States. The college is committed to the principle that education shall be of the "highest excellence". In order to create an administrative framework within which future growth may occur, and which will also encourage standards of excellence, the following outline is proposed for consideration:

III

It is recommended, first, that the institution be organized in three major curricula or schools, each of which will be susceptible to further expansion as need and resources become evident. The first major unit of the institution will be known as the College of Community Service with a program distinguished by four major characteristics:

a.) Courses will include pre-college programs, terminal programs, technical instruction, short courses, refresher courses, and adult education.

b.) Admission will be open to all regardless of previous education or academic success. The single requirement for admission will be desire to learn.

c.) All of the courses will not carry college credit.

d.) The individual student may select any combination of courses and, generally speaking, may take them in any sequence he may choose.

In declaring its readiness to offer courses of a pre-college character, Tri-County College expresses its readiness to be associated effectively with the public school system of our area in meeting the need for specific Junior High School and High School instruction not otherwise available.

The potentialities of open channel television appear to be of particular promise and deserve careful inquiry. It is possible that the College working with public and parochial schools can offer courses in mathematics, science, and language, which will aid our young people to be more effective citizens, employees, and parents. Through the use of television, for example, students in schools where certain courses in physics are not presently available would be able to study under Dr. Harvey E. White of the University of California whose lectures have been filmed for television purposes by the Fund for the Advancement of Education in cooperation with the National Broadcasting Company. A new course in high school chemistry is now being prepared under the guidance of the American Chemical Society working with Dr. J.F. Baxter of the University of Florida. On the basis of studies made this past year, students studying under an inspiring teacher through the medium of television have shown superior achievement.

The development of open channel television would

also have the effect of greatly altering the present pattern of adult education. Courses of a certain type would no longer require the student to travel to the classroom but rather would permit him to study at home without the loss of time or expense involved in transportation. Special group sections for discussion and examination might be scheduled to accompany this type of adult education. The pattern of course work would change and the variety of offerings would expand with new courses in music appreciation, history, art, and science that would be available on video-tape.

The college will also wish to survey thoroughly the need for terminal education in the business and industrial enterprise of this area. While the college will use its resources in giving technical information, it will also convey the feeling that no education can be "terminal" in a society which changes as rapidly as ours. No education should prepare the person exclusively for technical employment as long as our democratic society expects the individual to be thoughtfully and intelligently informed on public issues and assumes that the citizen will be the leader of the state.

IV

The second major curriculum of the new institution will be the College of Letters which will be distinguished by the following characteristics:

a.) All courses will be of post-high school or collegiate grade.

b.) Students will be admitted to this program of study only if they have taken the necessary preparatory work and give evidence of willingness to undertake courses of this level and intensity.

c.) All courses will carry full college credit.

d.) Certain courses of study will be required of all students.

The core of required courses will give the student an adequate and well-rounded background in science, social studies, humanities, and esthetics. This core will be constructed so as to give the student an ability to think intelligently and understand complexities of the highly inter-related world in which we live. This process of understanding would be firmly grounded in an appreciation of the historic values that have characterized the Western tradition of thought and culture.

The curriculum of this college is yet to be developed. It will be matured only after extensive discussion, exchange of opinion, and mutual search. In the process of molding this program, however, it is hoped that careful thought will be given to those techniques of instruction which encourage the student to take a continually larger responsibility for independent study and research. As a consonant of greater independence and self-reliance on the part of the student, consideration should be given to the tutorial system or an honors program in which the student receives more personal attention and opportunity for consultation with the professor.

If this college places greater emphasis on individual responsibility, it will wish to consider with care some of the procedures by which the highly motivated student can move rapidly into the advanced fields of learning. The program of Admission with Advance Standing developed by the College Entrance Examination Boards is one. This program, which has been pioneered by leading institutions of higher learning, makes it possible for the student to speed his achievement on the high school level and thus enter college without taking freshman and introductory courses that would otherwise be required. Any

significant development of such a program would involve, of course, a close working relationship between college and the preparatory schools.

In designing the physical arrangements which will be the setting for the College of Letters, the goal will be to create an environment which will stimulate the kind of personal exchange prompted by the curriculum. The focus of learning will not be the classroom but rather will be centered in the library, in the laboratory, and particularly in the lounge where student and teacher will gather for seminars, discussion groups, and for individual conferences.

V

At each point, the emphasis will be on individual grouth and attainment. Rather than establish a single pace and a single standard for all students, whether industrious or indifferent, an effort will be made to encourage each individual to work to the capacity of his ability to learn. The highly motivated student, who has a vital interest in his academic progress, will find the door open to proceed at a more rapid and satisfying pace, particularly in the College of Letters. The casual student, who feels a modest attraction to work and discipline, will proceed at a pace more becomming his relaxed aspirations.

The curriculum of the College of Letters will not appeal to all of the potential student registration at Tri-County College. It will attract that student who is willing to accept responsibility for preparing himself throughly to enter the program. It will appeal to the student who welcomes the exacting work demands and stringent personal discipline that will be essential to such a program of study. It will also draw those persons who intend to continue their study through baccalaureate degree.

VI

The third organizational unit of the new institution will be a College for Higher Studies. This school will be organized under the laws of the State of Michigan as a private institution not for profit and will funtion on a basis similar to other independent degree-granting colleges in this state. The institution would be financed through gifts and tuition.

Instruction will be organized on the junior and senior level, and initially around a liberal arts core with major offerings in six or seven fields. These departments will perhaps include the following: English, history, economics, biology, physics, chemistry, and mathematics.

The tuition for a full program of study will be $600 to $900 for two semesters. Course work would be organized on a basis that would permit a cooperative work-study program to be instituted simultaneously with the initial courses. These arrangements would involve scheduling classes or any one of several patterns permitting a student to alternate related employment with study. Through this program, a student could earn from $900 to $2,500 a year while attending college and still complete the upper division courses in two calendar years.

The introduction of this program would require the construction of two additional wings to the principal college building and these funds would necessarily come from private sources. One of the wings would house the program in science and the other would accommodate the humanities. The cost of both wings would be approximately $500,000.

Preliminary estimates indicate that 100 students or more in the present Bay City Junior College might wish to continue their work toward the bachelor's degree under such an arrangement. However, there is some reason to believe that if a program of course

offerings could be expanded, the number of students electing to continue their studies to the bachelor's degree would rapidly expand.

If an effort were made now to organize such a college, courses on the junior level could be offered when the new institution opens in the fall of 1961. This means that students enrolling in the Bay City Junior College this coming fall would be able to continue their course work and receive their degree at the first commencement in June, 1963.

VII

It is felt that the organization of a College of Higher Studies on a non-tax basis would be welcomed by the taxpayers as an evidence that the trustees are making a determined effort to improve and strengthen education without calling for additional taxes. Furthermore, the willingness of young men and women to work and earn the funds necessary to pay for their own education should be vivid evidence of the genuine desire of our young people to improve themselves. This determination should be an enheartening example of the willingness of students and teachers to solve their problems without waiting for the government to do it for them.

In addition to the fact that a four-year college will make a degree available to a larger number of Tri-County citizens than ever before, there are other substantial advantages to placing the new institution on baccalaureate basis. In the first place, the full program will be an inducement to a good faculty. The student life will be strengthened by giving more upperclass leadership. The college will become eligible for industry scholarships earmarked for four-year programs. The institution will also become eligible for certain federal funds from the National Research Foundation and from the Federal Defense Education Act that are limited to four-year degree level programs.

VIII

There is another substantial advantage in organizing the upper division courses on the basis of private charter. Within our area, there is an unusually large number of scientists, academicians, and other specialists who have had university teaching experience of the higher order and in some of the nation's most distinguished institutions. Because of Michigan teacher-training requirements many of these individuals are now barred from teaching, but under the proposed arrangement this reservoir of talent could be tapped both for part-time and full-time teaching. In the field of the sciences, at least, the College of Higher Studies could have a faculty second to none.

IX

Because it is not possible to transfer accreditation from Bay City Junior College, no course work on any level will be accredited at the outset. The institution must be in full operation before such recognition is given. If this institution insists on "highest excellence", however, such approval will not be delayed.

X

The calendar of the college will receive careful study. Both the quarter system and the three semester (trimester) system will be explored. The organization of the college year on a three semester basis appears to offer advantages not present in either the semester or the quarter plan. Under the trimester arrangement, three sessions, each fifteen weeks in length, each giving full semester credit, are offered each year. The arrangement permits the student to accelerate his progress if he wishes to do so, and complete a baccalaureate degree in two years and eight months.

Courses would be offered during each month with the exception of August and with appropriate brief

vacations at Christmas and Easter. This arrangement would also keep the college building and plant fully committed over the year and hence reduce expense by charging overhead to a twelve-months' program rather than a nine-month program. The facilities of the new institution will be overtaxed from the opening day, but this arrangement will permit a 50% increase in educational services over the course of a calendar year.

XI

It is recommended that three citizen committees be appointed to advise the trustees of the institution on the following matters:

1.) A Cultural Center. When the new throughways are open, a population of 300,000 will live within fifteen minutes travel distance of the campus. Artistic, dramatic, and other performances that are now limited by inadequate audience might profit by drawing on a potentially larger population. An auditorium designed to serve the three counties might be used more frequently, and supported more widely than a similar building constructed to serve a single community. No proposal should be matured without reviewing the whole gamut of artistic activity in the area including music, theater, sculpture, graphic arts, dance, and literary endeavor. The committee should consider whether an academic program for instruction in these arts is desirable and, if it is, how teaching can be related to performance.

2.) Health and Medical Studies. This committee should evaluate the need of our area for additional nurses training on the

four-year degree level. It should advise the institution on the development of proper pre-professional courses in the healing arts including the instruction of medical technicians and public health workers.

The Russell report has formally proposed the establishment of a new college of medicine and suggested that a decision be made on the location of the school not later than 1963. Michigan State University has announced its willingness to be the recipient of this graduate program. At an earlier date, the University of Michigan expressed interest in creating a full medical college in Grand Rapids as an adjunct to Calvin College. In this respect, it is interesting to note that the Tri-County area already possesses facilities including the minimum number of hospital beds that are normally considered requisite for instruction in medicine.

3.) Teacher Training. There is shortage of teachers in the fields of mathematics, science, and in the elementary grades. The methods by which the new institution can be of assistance to our area in meeting these needs should receive careful attention. In the evaluation of this problem, particular care should be exercised to avoid any competition with, or re-duplication of, the efforts of Central Michigan University which has served our area so admirably in the past, and will continue to do so in the future.

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Organization of the Tri-County College [illegible]

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